

# MJS Simply Play @ Thorntree

Inspection report for early years provision

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**Unique reference number**

EY306221

**Inspection date**

09/12/2011

**Inspector**

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**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Thorntree After School Club has been operating since 2005. The club is provided by MJS Simply-Play Ltd. Children are accommodated in one room in the Thorntree Primary School building, with access to toilet facilities on the ground level. The club also has use of the outdoor playgrounds. The after school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged four to eight years may attend the after school club at any one time; children aged eight years and over are also accommodated and 12 are in the early years age group. The club is open each weekday from 3.30pm to 6pm during term time, and from 8am to 6pm when it operates during the school holidays. There are currently 38 children on roll. Most children who attend are from Thorntree School, where the club is situated; others attend from neighbouring schools. There are two full-time staff and one part-time play leader working with the children in the after school club. The manager holds a National Vocational Qualification at Level 3 and one assistant holds a CACHE qualification at Level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Thorntrees After School club provides positive early years experience. Overall the provision promotes good learning through a wide range of stimulating activities and as a result, children are happy and make good progress. Children's well-being is monitored through generally sound policies and practice and most staff have up-to-date knowledge of safeguarding. The after school club works closely with its host primary school and there are good partnerships with parents and carers, to meet the needs of all children. Previous action points have been addressed but connections between the after school club's action planning and self-evaluation is an area for development giving the setting a satisfactory capacity for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review procedures to ensure all staff have opportunities to regularly update their knowledge in safeguarding
- strengthen the link between action planning and the after school club's self-evaluation in order to improve the quality of provision for all children

## **The effectiveness of leadership and management of the early years provision**

Effective safeguarding policies and procedures are in place to support children's welfare. Most staff have up-to-date knowledge of safeguarding issues and further training is being sought to ensure that the knowledge of all staff is updated in the near future. There are good policies in place that ensure the vetting of all adults and volunteers is completed. Daily risk assessments ensure the setting is safe and all staff have appropriate paediatric first aid training. The promotion of equality and diversity is satisfactory. Children come from a range of cultural backgrounds. This is valued and used satisfactorily to encourage children to explore the world around them. There are good links with the host school, especially sharing outdoor play resources. The after school club provides extended care in the holidays. The after school club staff are well trained in a variety of areas to enhance their expertise in education and care. For example staff are enhancing their National Vocational Qualifications (NVQs). The staff uptake on training illustrates their commitment to personal improvement, which in addition drives improvement in the setting. Self-evaluation is satisfactory because priorities for development are not always completed in a timely manner to improve the quality of the provision. The after school club has strong relationships with its parents and carers. In discussion, parents and carers explained the main features of the setting, which they report are its flexibility and its impact on children's social skills and writing development. For example, the children's enthusiastic production of Christmas decorations and letters to Santa Claus illustrated the impact of the play leaders and their encouragement to experiment with new ideas. Parents and carers are very ready to support, one parent who is training in dietetics plans to help the school to produce a healthy eating pack. The after school club environment is satisfactory. It is set out into areas in the hall that allow for free play, drawing, model making, artwork, reading and sports in the outdoor area. The setting is stimulating and welcoming; the resources are satisfactory and well maintained but storage is limited. There are partnerships with parents and carers, and the school that enhance learning. Staff are committed to maintain high standards and challenge children's social and academic development. Record keeping has strengthened. The use of progress charts helps to track small steps of progress. All health and safety records, including fire drills and minor accidents, are effectively recorded to ensure parents and carers know the action that has been taken. The setting's improved attention to tracking progress, learning and social development indicates a developing and satisfactory capacity for further improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children arrive at after school club in a very business like and independent way. They sign in under the day's date and then parents and carers are responsible for signing out. The environment has satisfactory resources that allow for free play both in and out doors. Children's independent access to the toys and activities maintains their enthusiasm throughout the session. Children feel safe because they

know about the safety rules and routines that keep the setting running smoothly. Staff have high expectations and behaviour is good. The setting is a very harmonious place and children from a mix of cultures play happily together. Children form strong and trusting relationships with staff and the older children are encouraged to support the younger children with the result that good leaders emerge in the groups. Children have a good understanding of healthy lifestyles. Snack times are fun. They are good social occasions where hygienic routines and good manners are emphasised. They were clear about the importance of vitamins and minerals in their food and explained that half their plate should be filled with vegetables. The outdoor space provides challenge, a chance to develop games, learn to take turns and remember fair play. Football is the most popular team game. The planning for the sessions ensures all areas of learning are explored through relevant programmes, such as developing creativity, communication and problem solving. Most of the activities are initiated by the children and good conversations help children to establish choice. Children's positive contribution to the group is developing. They are starting to be more confident in taking responsibility and developing relationships. The range of activities on offer ensure that all children, including those with a special educational needs and/or disabilities or those with English as an additional language, have equal access to activities and staff support. Staff are well trained in early years education. Children's individual assessments are improving and beginning to track children's chronological progress. The varied activities give children a wide range of experiences across all areas of learning and have a good impact on their confidence and personal development. Snack time is an opportunity to share and chat about their day. The setting works hard on developing phonics, to spark children's interest in reading and literacy. This enabling opportunity to develop early literacy skills has a good impact on children's future skills and ability to make informed decisions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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